COURSE INTRODUCTION:

Academic Development
The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.
Major Points: The emphasis in this area is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.
Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions

Developing and monitoring personal plan of study.
Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Poppin' Personal Plans of Study	SUGGESTED UNIT TIMELINE: 3 Lessons
Students will learn vocabulary related to educational planning and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.	CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. Why do I need to plan what I learn?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define and analyze 16 vocabulary terms related to educational planning.		AD.6.A.06: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.		W.6.2 W.6.8 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	Level 4
2. The student will identify five components of a personal plan of study.		AD.6.A.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4
3. The student will develop a list of activities and life experiences, then match activities and life		AD.6.A.06		SL.6.1 L.6.1	AD B	Level 4

experiences to components of a personal plan of study.				L.6.3 L.6.4 L.6.5 L.6.6		
4. The student will write a paragraph outlining at least three activities he/she has—or will—participate in that demonstrate skills needed for their career goals.		AD.6.A.06		W.6.3 W.6.4 WHST.6.4 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	AD B	Level 4

ASSESSMENT DESCRIPTIONS:

Students will share a written reflection narrative (paragraph) of "Cool Things I Can Do" generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X__ Direct __X__ Indirect _____ Experiential __X__ Independent study __X__ Interactive Instruction

1
2
3
4
	See Lessons:
	    Lesson 1 Life Lingo
	    Lesson 2 Cool Things I've Done
	    Lesson 3 Cool Stuff I Can Do

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)

1
2
3
	See Lessons:
	    Lesson 1 Life Lingo
	    Lesson 2 Cool Things I've Done

4	Lesson 3 Cool Stuff I Can Do

Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
Structured Overview	_____ Problem Solving	_____ Field Trips	_____ Essays	_____ Debates
Lecture	__X__ Case Studies (Ls. 1)	_____ Narratives	_____ Computer Assisted	_____ Role Playing
Explicit Teaching	_____ Reading for Meaning	_____ Conducting Experiments	Instruction	_____ Panels
(Ls. 1)	_____ Inquiry	_____ Simulations	__X__ Journals (Ls. 3)	__X__ Brainstorming (Ls. 2)
Drill & Practice (Ls. 1)	_____ Reflective Discussion	_____ Games	_____ Learning Logs	__X__ Peer Partner Learning
Compare & Contrast	_____ Writing to Inform	_____ Storytelling	_____ Reports	(Ls. 1)
Didactic Questions	_____ Concept Formation	__X__ Focused Imaging	_____ Learning Activity	__X__ Discussion (Ls. 1, 2, 3)
Demonstrations	_____ Concept Mapping	_____ Field Observations	Packages	_____ Laboratory Groups
Guided & Shared - reading,	__X__ Concept Attainment	_____ Role-playing	_____ Correspondence Lessons	_____ Think, Pair, Share
listening, viewing, thinking	_____ Cloze Procedure	_____ Model Building	_____ Learning Contracts	__X__ Cooperative Learning
(Ls. 1)		_____ Surveys	_____ Homework	(Ls. 2)
			_____ Research Projects	_____ Jigsaw
			_____ Assigned Questions	_____ Problem Solving
			_____ Learning Centers	_____ Structured Controversy
				_____ Tutorial Groups
				_____ Interviewing
				_____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/